**Hallway**

**Lesson Plan**

*Follow the lesson plan as outlined below. You will be reviewing this daily during the first week of our launch the week of January 20, 2009 through January 23, 2009.*

Goal:

* The Meadows Elementary Hallways will be safe, orderly, clean and quiet environments where all students demonstrate responsible, appropriate behavior and are ready to interact with others respectfully and courteously.

Introduction: Explain to the students that the purpose of the lesson and the specific behaviors that will be addressed.

**Encouragement Procedure:** Staff will encourage responsible behavior through positive interaction.

1. Provide verbal and non-verbal praise to students for following guidelines and expectations in the hallways.
2. Ticket may be given to individuals observed following the guidelines.
3. Compliment correct student behavior to a staff member so students can hear.

**Consequences for Infractions:** When a hallway procedure is broken the adult observing the infraction should calmly and consistently implement the mildest consequence.

1. Verbal reprimand.
2. Positive practice, do the behavior correctly.
3. Designated placement by teacher.
4. Report behavior to homeroom teacher.
5. Use office referral for students’ refusal to correct behavior or for dangerous and illegal situations.

**Teacher Responsibilities:**

1. Initial teaching during first week of school, the first day of the following week, and re-teaching at designated times throughout the school year.
2. Teachers will encourage and reinforce responsible and appropriate behavior.
3. Guidelines and expectations will be reviewed with guest teachers, student teachers, and new personnel by an administrator.

Learning Objective: “We are going to focus our lessons on appropriate behavior in the hallways of The Meadows Elementary School. Today we are going to concentrate on walking on the right hand side of the hall (or walking in a single file, keeping our hands behind our backs [**hand in hand at the waist**], etc.)

“Tell” Phase:

1. Talk about why it is important to behave appropriately in the hallways (mention specific behaviors like walking single file, remaining silent, etc). Possible responses are for safety reasons, keeping our walls and hallways neat and clean, not disturbing other classes, etc. Ask why these particular behaviors are necessary and encourage student input and participation during the discussion.
2. Draw a T-Chart on the board or overhead. Ask students what good hallway behavior should LOOK Like and SOUND LIKE. Fill in the chart. Redirect negative or inappropriate comments with suggestion of more positive behaviors. This will be added to the anchor chart that will be displayed and used for reinforcement of appropriate behavior, therefore, transfer information to the anchor chart.
3. Explain/Discuss “Consequences and Rewards”.

“Show” Phase:

1. Define the difference between appropriate and inappropriate behavior. Again, you may want to use a T-chart to help students recognize the lines between good and bad behaviors. The following T-Chart is an example of what could be used for defining “how to walk in the hallways”.

|  |  |
| --- | --- |
| Appropriate | Inappropriate |
| Walking only on the right hand side of the hall. | Walking on the left hand side or down the center of the hall. |
| Keeping your hands behind your back, hand in hand at the waist. | Putting your hands on the person in front of or in back of you, gliding hands on the wall. |
| No talking or making noises in the halls. | Talking, yelling or making any noises in the halls. |
|  |  |

1. Teacher demonstrates for the students the appropriate and inappropriate behavior.

“Do” Phase

Role –play appropriate and inappropriate behavior. Go to the hallway and practice procedures with your class. Provide positive reinforcement for students who demonstrate appropriate conduct in the hallways. Allow time for student to discuss why the appropriate behaviors are superior to the inappropriate, negative ones.

FOLLOW-UP LESSONS:

In addition to reviewing the lesson, you could have students do some of the following activities:

1. Journal: Ask the students to write about how they think following the guidelines for walking in the hallways might be applied to other places such as the grocery store, going on a field trip, etc.
2. Use role-play to allow students to show why it is important to follow the guidelines for walking in the hallways.
3. Journal: Ask students to write or draw about a time when they suffered a consequence because guidelines were not followed (e.g. bumped into someone because they weren’t looking where they were going or they went in the wrong door and hit someone).